

Practice and Perception of Bulbula school community  
towards the implementation of Active Learning in teaching  
English (Bulbula Secondary School in focus)

By

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## **ABSTRACT**

*The main objective of this study was to investigate the implementation and perception of active learning in EFL classes. Active Learning is a method of instruction that involves the active engagement of students in the learning process.*

*The participants of the study were all BSS English teachers, 120 students and the school principal. This paper conducted to interrogate the school communities' perceptions and practices of active learning in EFL classrooms particularly to examine at secondary school level.*

*To collect data for the study both close and open-ended questionnaire, interview and observation deployed. In line with, for the objective questions mean score and percentage used whereas for the sake of open-ended qualitative method of analysis employed.*

*On the other hand the survey showed that; English teachers are not in a position to use various active learning tools to assess their pupils' performance in English, they have not in the right track in providing feedback and correction. In addition, most of them did not demand their students' reflection on the instruction as well as they have not a clear know-how in what way their students are beneficiary from the deployment of active learning in EFL classes. Despite their awareness of the central place assessment in the instruction process, do not implement as it should be. BSS teachers expressed that there are major constraints that impede the successful implementation of active learning: wrong perception of teachers towards active learning, taking no course in university for teachers about active learning before engage to work, large class size, lack of sufficient materials like duplicating machine, audio/video recorders and reference books.*

*Hence, to bridge up the gap between what the literature transpires and what the survey has shown: The school management needs to create awareness on active learning, teachers should broaden their horizon about providing different active learning devices, Stakeholders should design and provide course about AL for teachers in campus, and teachers should be encouraged to bear responsibilities, be professionally mastered and enhanced to have positive attitude towards Active Learning.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

Education is a broad single activity involving millions of students and teachers at all levels (Tibebu 2006).

The main purpose of education is to enable students develop knowledge, skill and attitude which is achieved through different methods. Methods are means of conveying ideas and skills to impart and acquire knowledge of different subject matters in a more concrete and comprehensive way. Methods are used to achieve the desired educational objectives. They are tools for educating learners. At different times, different methods of learning have appeared and remained dominant for certain period of time.

Accordingly, the teacher centred method which mainly puts the teacher at the centre of every activity in the instructional process became dominant. Teacher-centred approach is a kind of approach which revolves around the teacher as the centre of any activity in the teaching process with the notion that as Farrant (1980:120) “the teacher knows best”.

Similarly, Borich (1988:168) states that the teacher’s role is to pass facts, rules, or action sequences on to the students in the most direct way possible. The main focus of attention in this approach is what is taught rather than the child who is taught. High emphasis is given to content coverage and educating a student is seen as more of working through the syllabus than as Farrant (1980:123) trying each learner develops his potential.

Generally speaking, it is a kind of approach which focuses on teaching than learning. But a teacher, according to Rogers (1965) (in Temechegn 2002) cannot teach but instead provides environment in which a student can learn.

Teacher-centred approach reflects the following characteristics. Teacher acts as essential link between the learner and what he is learning.

- Teacher selects what learners learn, the methods by which they learn and the pace at which they learn.
- Teachers see their role as communicating knowledge to their pupils as efficiently as possible.
- Teachers spend most of their time actually teaching.
- Pupils tend to be regarded as more or less uniform group of learners rather than as individuals with different gifts and needs. ( Farrant, 1980:129)

The shortcomings of teacher-centred method have led to bring about changes for the new learner-centred or active learning method. The new methods pave the way for the learner's active participation under the guidance of the teacher or in a personal initiative forms. This approach adheres to the strong assumptions of the learner to be active rather than be passive. In fact, learning in this approach is associated with doing. The learner is actively involved so that there can be more connections with the past learning and between new concepts ( Bennet et al 1995 in Yonas, 2006).

Furthermore, a study by Brophy and Good (1986 in Levine and Havighurst 1992) indicates that students achieve more when there is active learning through which the teacher presents information and develops concepts through lecture and demonstration, elaborates this information in the feedback given following responses, prepares the students for follow-up seat work activities by giving instructions and giving through practice examples, monitors progress an assignment after releasing the students to work independently and follows up with appropriate feedback and re teaching when necessary.

Moreover, Becker (1997 in Salemi 2002) reports that students learn better and are more committed to learning when instructors use active learning. Students

can think and act the way they should think and act if they learn the concept well enough to use it in problem solving analysis.

Therefore active learning is a kind of teaching method (approach) which we find at the other side of the teacher-centred approach. Active learning is a kind of learning strategy which provides students with opportunities to work with concepts at higher cognitive levels.

Students master at the application level when they can use a concept in a new concrete situation. (Salemi, 2002). This is because students are not vessels to be filled, to listen or to take notes and to give the right answers to questions teachers pose. Rather, they are there to raise questions as well as to formulate answers to questions regarding the connection between what has been experienced and what can be learned from that experience and to use their experience to replace old cognitive maps with new ones ( Costigan, 1984 in Dorn 1989).

Moreover, the teacher is a facilitator and has a person – to – person relationship with each student. Furthermore, instruction is tailored to the needs of the students (Reed and Bergeman, 1995:226).

However, many teachers still prefer the traditional teacher-centred method of instruction and would like to stick to it. To such insistent resistance of teachers to change/innovation Ornstein and Hunkins (1988:300-302 in Alemayehu 2005:9), mentioned five major reasons:

- **Inertia:** Many teachers think it is easier to keep things as they are, being happy with the current school set up. They show unreasonable tendency to remain unchanged.
- **Conformism-** Teachers who have succeeded in the school system tend to obey the established rules for uncertainty fosters insecurity.
- **Rapidity of change:** resisting change anticipating another change like to occur.

- **Lack of knowledge:** not knowing at all or having little information about it and
- Absence of financial and timely support.

The greatest assignment now is to bring a change in the quality of instructional methods. One of the means is to employ that is the implement active learning method and mobilizing teachers to play the central role to play in making it happen.

Active learning should be considered in terms of students being intellectually active which means that teachers do not simply expect students to memorize and repeat facts but use information critically and analytically. Sadly, in many cases in the prevailing situation, most teachers tilt towards the traditional method of teaching (teacher – centred). Lue (2006) shares the same idea concerning the prevalence of teacher-centred practices. She argues that the kind of simple memorization and recall of facts and information (teacher-centred) still forms the basis of much of our curriculum and instructional material for grade 1-8 which the researcher believes is very damaging intellectually to the young learner.

Active learning is being popular and widely used. Many countries advocate this approach. However in Ethiopia, few researchers are being done to assist the refinement of the policy of implementation of Education and Training.

## **1.2 Statement of the problem**

The present researcher strongly believes that the way teaching method is handled can affect Students' performance. In fact, failure to choose participatory teaching approach will have a considerable impact on students' motivation. In line with this MOE has in corporate active learning as the major teaching approach in secondary schools.

Many research works have also been done in country level whether implementation of active learning has been in place .For instance Sirak (2000),

Fisha (2001), Solomon (2004), Amenu (2005) and Tibebe(2006). These studies focused more on selected TTI, TTC and some selected schools on the improvement of implementation of active learning in social studies and civic educations. The result of the study reveals a gap and recommended that all stakeholders should take part and contribute their share in the implementation of Active Learning.

What makes this research different from those made by the above mentioned researches is, since the researcher is a teacher in secondary school, she had a chance to observe the way teachers implementing active learning.

Their implementation contradicts with what the policy and scholars state about AL. The policy and the scholars state AL as a major tool to improve students result and for quality education. As a result, the researcher has a great curiosity to explore the implementation of AL in high school. In addition, the researcher is interested to conduct in this area, to discover the barriers of successful implementation of AL.

Moreover, the researcher believes that no study has been conducted so far to show the perception and implementation of AL in English subject at secondary school. Rather it is conducted on college and TTI level which have no significance on secondary schools. The researcher believes, conducting the area helps to fill the gap at secondary level English lesson.

## **1.3 Objectives**

### **1.3.1 Major objectives**

The major objective of the study was:

- Explore into how Active Learning is implemented and identify the gap.

### **1.3.2 Specific objectives**

The specific objectives of the study were:

- Assess the schools effort to implement active learning.
- Identify the perception of English teachers and students towards active learning.
- To explore into the problems that affects the implementation of active learning in English classrooms.

## **1.4 Research Questions**

### **1.4.1 Major research question**

- What are the factors that affect the implementation of active learning in English class rooms?

### **1.4.2. Specific Research Questions**

- Does the school facilitate opportunities for implementing active learning?
- What is the perception of teachers and students towards active learning?

## **1.5. Scope of the study**

The dimension of this study will confine to grade 9 and 10 students, and teachers of English department of Bulbula secondary School in Akaki Kaliti sub city. The reason that the researcher selected this area is for the fact that since she is currently the member of the staff it is easy to get relevant information.

## 1.6 Significance of the study.

The findings of the study will be of some help to the following bodies.

- It may raise awareness on how to implement active learning in English classes.
- Give them insight to look into their action, what role they have to play in order to facilitate active learning.
- It can also help them in raising awareness on how to implement active learning in English classes.
- Serve as a preliminary idea for any interested researcher in the area.

## 1.7 Limitation of the study

This study has a limitation on the sample size. To come up with a generalize result; it would have been necessary to conduct the research in several similar settings and with more number of subjects. However, this paper has included only one public secondary school. For this reason, it has limitation to generalize. In addition there are factors that may affect active learning which are not considered in this study culture politics, and self access materials such factors may influence the generalization of this study.

## 1.8 Definition of Important Terms and Acronyms

**Implementation:** the process of putting a method to practice in a classroom by the teacher.

**Attitude:** the view of teachers and students towards the implementation of active learning.

**MOE:** Ministry of Education

**EFL:** English as a Foreign Language

**AL:** Active Learning

## CHAPTER TWO

### Review of Related Literature

#### 2.1 General overview of Methods of Teaching

The main purpose of education is enabling students to develop knowledge, skill and attitudes. These can be achieved through different methods.

Amenu (2005:12) stated the following:

**Methods are used to achieve desired educational objectives. They are tools for educating learners. At different times different methods of learning has appeared and has been dominant at certain period of time**

From the above quotation, one can understand that methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concentrated and compressive way.

Aggrawal (1996:136) stated that:

**The word Method is often used very loosely and teaching method has been supported to involve a body of fixed and stereo- typed modes of procedures which is applicable to its appropriate subject as a kind of ritual to be observed by all teachers all circumstances. This is to say that teachers use different methods of teaching according to the need.**

According to the above quotation, good methods can result from the constant observation of certain broad principles. These include orderly procedure in teaching arranged subject matter, which will avoid wastage of time and energy and redistribution of emphasis, which will secure the greatest cooperation from the student and maintain active interest.

Aggrawal (1996:138) further emphasize that a method is not merely advice adapted for communicating certain items of information to students and exclusively the concern of the teacher who is supposed to be the "giving end". A method must link up the teacher and his students in to an organic relationship with constant mutual interaction.

Tibebu (2006:18) stated that:

**A major purpose of instruction is to lead the student nearer to independence and the ability to learn by himself. To this effect teachers use different methods to achieve the desired goal.**

Thus, from the quotation above, it can be understood that when a method is chosen for the wrong purpose, or started without adequate organization and preparation it may waste time, lead to the experience of defeat and failure.

It is not easy to position many of the methods because of several factors that may influence the way the method is used. For example, the natural teaching style of the teacher (authoritative or facilitator), the approach of learning of students (deeper or shallow) and the influence of constraints (time, resource and size of the class) may well alter the position of a method on the continuum.

Tibebu (2006:10) stated that:

**Effective teaching takes in to account when using a particular methods for it is very much a case of getting the “right mix” in the situation applying that time.**

As a broad generalization, one can probably say that specific units of knowledge are taught by instruction where as their application and use is learnt often by doing.

### **2.1.1 Teacher- Centred Instructional Approach.**

In reality, no learning is entirely passive.

Beswick (1987:113)-stated that:

**Learning is after all, an individual matter in which essential idiosyncratic elements must be supplied by the learner himself. Nonetheless, we frequently arrange the student in to idiosyncratic group and require only minimal response such as listing and copying.**

Most teachers agree on the importance of motivation and active involvement. Both may exist even while the teacher is lecturing in the most didactic of modes and the student who is apparently very busy in active project may be totally uninterested and learning little.

Nonetheless, as Beswick (1987:117), one way of classifying teaching style and learning modes is to look at the relative activity of teacher and students and particularly who makes choices. In line with this view, (Moston, 1972 in Beswick 1987) drew up a “continuum of decision in teaching methods from command to discovery.”

He further elaborates that specific instruction from the teachers, work sheet, programmed learning unit or text book calls for relatively low level of

discussion in teaching methods from command to discovery. He further elaborates that specific instruction from the teacher, work sheet, programmed learning unit or text book calls for relatively low level of discussion making from the student, little imitative creativity.

According to the ICDR (1999:68):

**In the teacher centred methodology the teacher uses "chalk and talk" or a method of teaching in which the teacher is active and the students are passive. She/he either writes notes on the board, which the students passively copy on their exercise books or students memorize the information from their text books.**

Furthermore, teachers tell, describe, demonstrate and explain the desired techniques step by step in their attempt to master the techniques via drills, practice and recitation.

Darling (1994: 2) added the following:

**Teacher centred teaching method interims of curriculum contents which are taken to involve first the systematic imparting of basic skills in language and numerical calculation, followed by instruction ( usually broad at first and narrow latter ) of established school subjects.**

Generally, from the above quotations, mastery of factual information is emphasized. In pedagogical terms, the traditional approach involves the teacher clarifying the subject and instruction of the whole class at once. Pupils' motivation depended on compliance and competition. Gritty application and memory works are regarded as unavoidable and perhaps as constituting beneficial preparation for adult life.

The following are the main characteristics of teacher centred approach (Farrant, 1980:129)

- Teacher acts as essential link between the child and what he is learning.
- Teachers select what the child learn, the methods by which they learn and the pace at which they learn.
- Teachers see their role as communicating knowledge to their pupils as efficiently as possible.
- Teachers spend most of their time actually teaching.
- Pupils get the impression and learn only when their teachers are present and teaching.

- Pupils tend to be regarded as more or less uniform group of learners rather than as individuals with different gifts and needs.

### **2.1.2 Learner Centred Approach**

The earliest fully established educational theory was proposed by Jean Jacques Rousseau in his book Emile (1762) where children are seen as very different from adults in that they are innocent, vulnerable, and slow to mature and entitled to freedom and happiness. This approach to thinking about children and their education was built up on by writers such as John Heinrich pastoalozzi (1746-1827), Frederich Froebel 1782-1852) ,John Dewey, William Kilpatrick (1871-1965) and others.

Rousseau can be seen as a founder of child centred educational theory. The guiding principles throughout Rousseau's book Emile is that what is to be learnt should be determined by an understanding of the Child's nature at each stage of his/her development. A further recurrent theme is that individual children vary in their understanding. Therefore, education needs to be individualized. Meier (1998) argues that Rousseau's view of the nature of the child is compatible with traditional education where the child is seen to have fundamental impulse to activity. Therefore, children should be free to move around to play and to explore and instead of being taught other people ideas, they are to draw their own conclusion from their own experience. The educational principle which arises from the above is called discovery learning or experimental learning.

The twenty first century educator can treasure two of Rousseau's insight, namely in the first place that children are slow to mature intellectually and those responsible for their education should accept this.

This slow way of learning is indeed advantageous to discovery learning and Rousseau said that understanding can only take place if learners have to think out their own conclusions.

Dewey (1993:88) stated:

**Education has a social function either in helping society advance or helping it survive by passing down the tradition of the tribe or culture. There should be a constant interaction between school and society with respect for both parties.**

Activity and learning, according to Dewey, are related in three important ways. Involving in projects helps the child to see the usefulness of getting and

understanding information. In addition the traditional separation between school learning and experience learning is counter active and is seen as irrelevant. Furthermore good teaching links up with out of school activities, interests and problems.

Dewey further saw the child as essentially social. According to him, the child learns through interacting with the social environment.

One of the distinctive contributions of Dewey was his emphasis on shared activity. Dewey propagated the importance of the human interaction so that cooperative and mutually helpful style of working in the classroom could continue in to society as a whole.

To sum up, in one way or another these educators believe that young children learn best from concrete activity based experiences. Active learning has a profound importance in early childhood because children, by nature, are restless, their attention span is short Lived and their ability to sit passively is very shorter and minimal. Thus, teachers should keep children fully engaged and active .These will naturally bring about the development of critical thinking and problem solving abilities.

### **2.1.2.1 What is Active Learning?**

Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovery, processing and applying information.

Bonwell and Elison (1991:145) defined active learning as:

**Any strategy that involves students in doing things and thinking about the things they are doing. In other words, active learning is shift from passive transfer of information to the active problem solving.**

From the above definition, one can understand what active learning generally refers to; it is a method of instruction that involves the active engagement of students in the learning process .This requires more than the traditional taking of notes from a lecture session or the completion of essay as outside the formal time tabled sessions. The core elements of active learning are student's activity, student's engagement, student's reflection and the use of the higher order academic skill such as analysis, synthesis and evaluation.

It has been identified in the national framework for active learning for active

citizenship (CLG, 2006) as an important element in the development of citizenship among students.

This is because it is viewed as a flexible approach that involves experiential learning in group settings that are characterized by the values of the participation, cooperation, social justice and equality with diversity. These values require the work to be community based, learner centred and developed through active and reflective learning (CLG,2002).

Paulson and Faust (1998:109) defined active learning as:

**Anything that students do in the classroom other than merely passively listening to an instructor's lecture .This includes every thing from listening practices, which help students to absorb what they hear, to short writing exercise in which students apply course material to real life situation and/or to new problem. This is to say that when we involve students in activities that lead them to discuss questions, clarify, write about course content, we not only foster better retention but also expand students thinking capacities.**

According to the above quotation, active learning emphasize that the learners create their own interpretation of the world of information. Active learning (constructivist view) is antithesis of the behaviourists, who believe that the mind can be mapped. Constructivists will argue that the student situates the learning experience with his or her own experience and that the goal of instruction is not to teach information but to create situation so that students could interpret information for their own understanding. The role of instruction is not to denounce facts but to provide ways to assemble knowledge.

As Henich et. al (1996:119) put:

**Learning occurs most effectively when students are engaged in authentic tasks that relate to meaning full context. The ultimate measure of learning is therefore based on the ability of students to use knowledge to facilitate thinking in real life.**

These educators believe that, practically in the teaching learning process, a teacher who tries to teach concepts directly is fruitless.

Sguazzin and Gran (1998:78) explained:

**Active learning is a social process that emphasizes on the process of collaborating and the exchange of ideas, knowledge, skills, values and attitudes.**

According to the above quotation, the Emphasis on teaching has shifted from transmission of facts or information to teaching learners how to learn, how to find information for themselves, etc. To this effect, active learning clearly addresses the different learning style. Thus, different active learning methods create the best match for students to learn to how to learn.

Unlike teacher centred method with in active learning method, the teacher's role is that of a facilitator. She/he facilitates the participant's learning and making meaning and creates an environment that allows participation to link their background knowledge to the material that is being discussed.

In conformity with these ideas, Oser (1992:26) stated that:

**The teacher's role shift from that of the delivery of information, the sole player of a flute in front of a less than appreciating audience to that of designer, tour guide and orchestra conductor.**

This implies those teachers' acts as coaches or mentor building bridges between their students' individual interests and understanding instead of delivering the common skills and knowledge that society expects them to acquire.

Virginia Richardson (1997) stated that:

**One has to shift the concept of teaching to requiring complex thought and decision-making within the situation of uncertainty and diverse context.**

Generally, according to the above explanations, active learning implies engagement in some kind of activity in order to solve problems. To be actively involved, most importantly students must engage in such higher order thinking task as analysis and evaluation.

According to (CTGV 1993:153), active learning is comprehensive instructional systems that:

- Are evolving from constructivist Philosophy and theories.
- Promote study and investigation with an authentic. (i.e. realistic, meaningful, relevant, complex and information rich) context.
- Encourage the growth of student's responsibility, initiation, decision making and intentional learning.
- Cultivate atmosphere of cooperative learning that promotes high level thinking process. (i.e. analysis, synthesis, evaluation problem solving,

experimentation ,creativity and examination of topics from multiple perspective)

- Help students integrate new knowledge with their previous knowledge and there by create rich and complex learning structures.
- Assess students' progress in content and learning to learn through realistic tasks and performance.

Generally, active learning methodologies do not look like the traditional lecture method. Active learning methods emphasize learning by doing. Group of students may be found working together on project to develop or study something having discussion solving problems and practicing skills etc.

Why active learning is needed or is considered important in the new era?

Aggrawal (1996:167) stated some of the basic changes of active learning as in the following. These are:

- The child is the agent of his own Learning.
- Knowledge or information is not the goal
- It gives freedom to the student under the creative and sympathetic direction of the teacher.,
- Children learn best when they are active. When we consider the children agent in his own learning, we must provide for him to be active. The mediums of learning are the activities under taken by the child.
- A child is unique being and can function only by remaining in the world in which it has specific role play.
- It helps prepare students to solve problems and to use information from their environment &other sources to make a better life for themselves, their families &their community.
- It gives the learner owner ship of the process used to develop a situation
- It encourages testing ideas against alternative views and alternative content.

In conclusion, one can say that active learning method or how students learn is as important as the content of what they learn. Even though active learning approaches are many and diversified, the basic contribution is that if the students are actively involved in learning they will better understand new concept and will learn more which is applicable.

Even though scholars in the field of pedagogy and andragogy magnified the advantage of active learning instructional methods, others criticized this approach because of its limitations. In this regard, Mutass and Wills (1994:42) have stated the limitation of active learning strategies as follows.

- It requires a lot of time. Due to this, teachers find it difficult to cover the prescribed syllabus.
- The implementation of active learning instructional method requires very capable and well trained teachers so as to provide effective guidance to students.
- It is not economical in that it is necessary to use any apparatus or resource.
- It may not be possible to use it in all situations.
- The method is not also economical in terms of space for instance role play group experimentation necessitates a large amount of space.

### **2.1.2.2. Research Findings on Active Learning**

Over the last few years research in what is now called learning science has begun a significant progress in understanding how learning takes place in secondary level. When students themselves are actively involved in the learning process, their learning improves.

One of the most persuasive studies comes from national institutions for science Education (NISE). Based on the University of Wisconsin the research was made on effect of small group learning on undergraduates on science, mathematics, engineering and technology. Thus, it was found that students who learned in small group demonstrated greater achievement and expressed more favourable attitude towards their course than students who did not work collaboratively or cooperatively.

Two educators (Johnson & Johnson, 1989:63) did another important research. They have found student-centred (active learning) instruction which motivates students to form closer relationship with one another in working together. Each student in the group not only scores higher academically but also gains some social skills through cooperative work. On the other hand, the students in the teacher-centred classroom did not spend as much time working cooperatively and thus hoodless of working relationship with one another.

Haryey etal, (1999:102) stated:

**Traditional education method would seem to bear smaller yields than personal experience.**

The above quotation shows that the traditional lecture method does not encourage students to be active participant in teaching learning.

Siler (1998:98) stated that:

**Teachers who captured the interest of their students by allowing them to be a vital part in the lesson and learning process were effective.**

According to Siler, the key to active learning is “spatial dynamics”. Spatial dynamics is an instructional strategy that teachers use to capture the students interest by allowing them to participate in learning.

Halperin (1994), in Amenu (2005), comments on the domination of old instructional approach in most higher education institution .He suggests that most activities, today in a majority of higher education continue to reflect an “old style of instruction where student sit passively receiving words of wisdom being professed by the lone instructor standing in front of the class.”

In contrary with this finding, Amenu (2005:15) stated that his research reveals that in the different colleges found in Oromia regional state, even though lecture method is practiced occasionally, much of the time is devoted to active learning instructional approach.

Finally, although some have criticized the effectiveness of active learning method (instructional approach) in an age of standardize test and minimal competencies, more studies show the true effectiveness of student centred instruction on academic achievement and classroom participation.

### **2.1.2.3. The Role of Teachers in Implementing Active Learning**

Postman (1969:133) stated that:

**Historically our great teachers learned both how and what to teach from their own teachers. The critical content of any learning experience is the method or process through which learning occurs.**

From the above quotation, it is understood that teachers copy their teaching style from their former teachers which is mostly teacher centred. They sit and listen to their teachers. Mostly they are required to believe in authorities. They are almost never required to make observation, formulate definition or perform any intellectual operation that go beyond repeating whether what someone else says is true .

In addition, in teacher centred instruction, we get some learning, which we will never find officially listed among the aims of teachers. For instance, passive acceptance is more desirable response to ideas than active criticism; discovering knowledge is beyond the power of students and in any case is not their business. Thus, the time demands a paradigm shift.

Maclaughn (1996:69) said:

**In moving towards constructive approach (active learning) to teaching, teachers will need to all ends to their own conceptual change at least as much they attend to this process in their students.**

According to the above quotation, if our schools are to provide experience for students that fire their spirits identify and nurture their capacities as learners and enable to be independent thinkers, then teachers must support students to be powerful thinkers. Powerful thinkers make powerful discussion makers and problem solvers. Thus, supporting students to be powerful in developing the skills and capacities they need to take change of their own thinking and their own lives is the most important role of teachers in active learning.

Checkering and Gamson (1997:156) stated the following:

**Many roads lead to learning. Students need opportunities to show their talents and learn in ways that work for them then they can be pushed to learn in new ways that do not come so easily.**

The above quotation leads us to the conclusion that the primary function of a trainer/teacher is to become guide to the process of learning not a manager of content.

Shavelson (1996:98) stated that:

**Learning is a constructive process that students must be mindfully engaged in; no longer are lectures to fill intellectual vessel adequate to the task. Rather incremental learning that develops in an activity context is needed to enable students individually and together to construct knowledge.**

To sum up, the implementation of effective strategies is one of the basic criteria to be effective teacher. Responsible teaching then, is related to shifting responsibility, for learning over to students. Responsible teaching means being fully committed to the role of effective activity orchestrator, taking responsibility for the process and outcomes.

## **2.1.2.4. Major types of Learner- Centred Instructional Strategies**

### **A. The Problem Solving Method**

Problem solving is an instructional method or technique where by the teacher and students attempt in conscious, planned and purposeful effort to arrive at some explanation or solution.

Aggrawal (1997:25) expressed that:

**A problem occurs in a situation in which a felt difficulty to act is realized .It may be pure mental difficulty or it may be physical and involve the manipulation of data. The individual recognize it as a challenge.**

Through offering a number of problems each time, then allowing the class to discuss and add to them, he may arouse many class members to interest through one problem, or through several. Once the student is disturbed and wants to discover answer. Thus, through different steps and process, the student can define the problem.

Learning through problem solving approach focuses on activities that are relevant and useful to the life of the learner.

Lue (2000:12) explained problem based learning that:

**The learner is an active reactive individual with the will and ability to seek knowledge and self development. Problem solving approach is not a single strategy rather it is a general strategy in which many different techniques are found. Problem solving is a process of producing or closing a perceived problem gap.**

To generalize, problem based teaching provides students with content related problem. Students receive (encounter) problem, gather data, organize the data, and attempt explanation to the problem, analyze the strategy they used to solve the problem and finally arrive at conclusion.

### **B. The project Method**

A project is a natural life like learning activity involving the investigation and solving of problems by individuals or group of students.

Multimedia Project (2001:26) explained PBL as:

**Project based learning PBL is a model for class room activity that shifts away from the classroom practice of short, isolated, teacher centred lesson and instead emphasis learning activities that are long term inter disciplinary, student centred and integrated with real world issues and practices.**

From the above quotation, one immediate benefit of practicing PBL is it can motivate students by engaging them in their own learning. PBL provides opportunities for the students to peruse their own interest and questions and make decision about how they will find answers and solve problems.

In conformity with this idea kifle and Haile (2000:17) said that:

**The project approach of instruction is the 'do it yourself' learning lesson for the students. It encourages students to plan and carry out investigation of real life situation in the student's immediate environment.**

According to the above quotation, one can conclude that PBL makes learning relevant and useful to students by establishing connection to life out side the class room, addressing real world concerns and developing real world skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work with others, make thoughtful decision, take initiative and solve complex problems.

To sum up, project based learning accommodates and promotes collaboration among students, between students and other community members as well. It addresses real world issues that are relevant to the students' lives or communities. The students' work which includes documentation of the learning process as well as the students' final project can be shared with other teachers and parents, mentors and business community who all have all stakes in the student's education.

### **C. Inquiry Learning**

In Inquiry Learning, the learners are active participants in the learning process: investigating hypothesis gathering and interpreting and forming conclusion (Hinlo and Sampson, 1998:18 in Fisha 2001). Inquiry or reflective thinking takes place when a person is faced with a problem.

The inquiry learning method places great emphasis on the process of learning; where students learn by conducting an investigation. The activity is student centred; the most common forms are oral and written student reforms and non mathematical problem solving activities. The transmission of accumulated

knowledge and wisdom of culture is not the primary role of inquiring instruction.

Messials and Zevin (1983) in Webb, et al (1996) mentioned the five steps of inquiry as follows:

- A. Suggestion – selection of topics
- B. Intellectualization - Exploratory discussion
- C. Hypothesis– Educated or informed guess about the outcome
- D. Reasoning-Drawing influence or conclusion based on facts
- E. Testing of the hypothesis

To sum up, inquiry method places a great emphasis on the process of learning. Students learn by conducting an investigation and the teacher provides structure question and problems to stimulate their interest.

#### **D. The Role –Playing Technique**

Role-play deals with solving problems through action. A problem is identified, acted and discussed.

According to Frazz, et al, (1995), the role-play process provides students with opportunities to:

- Explore their feeling
- Gain insight about their attitude and
- Increase problem –solving skills

Role-playing is a deliberate acting of social role in a class room. Students have the opportunity to experience and analyze the specific situation being studied .Role play is an all observing activity in which initiative for thought control and skill can be exercised in full measure .

Tibebu (2006:18) explained role playing as:

**It is useful and enjoyable for learning about people, place, event and time .More over this method enables students see the reality in the eyes of others.**

Generally, it is based on the principle that learning should be adapted to life situation and not to books .It is joyful and creative activity in which students find their fullest expression.

#### **E. Discovery learning**

Discovery learning is an approach to instruction through which students

interact with their environment by exploring and manipulating objects, wrestling with questions and controversies or performing experiments (Ormrod, 1995:442).

The idea is that students are more likely to remember concepts they discover on their own. Teachers have found that discovery learning is most successful when students have pre-requisite knowledge and undergo some structured experience.

In support of this idea, Mutassa and wills (1994:128) explained that:

**In discovery learning, the content to be learned is decided by the learner the method by which the content is learned as well as the time for learning provides learners with information they use to construct.**

Frazze, et al, (1995: 207), stated that there is no one method that facilitates discovery. There are many ways of guiding students to arrive at the information to be learned on their own case studies and small group discussion. These ways are some of the examples of the discovery method.

## **F. The Discussion Method**

Clark and Starr (1991:237) defined discussion as follows:

**Discussion is not just a bull session or a rap session. Rather, it is a purposeful conversation proceeding toward some goal with minimum rebilling and bickering**

For discussion to be successful, the participant needs sufficient background to know what he/she is talking about.

In addition, ICDR (1999:92) added the following:

**Open communities and supportive atmosphere are essential for good discussion. Discussion in the class is an important kind of learner centred activity.**

Compared to lecture, for instance, discussion seems to impart to the students better skill in thinking and clearer understanding which is more likely to effect change in attitude.

The discussion process includes defining, applying, modifying, explaining and reworking one's idea. This gives students the opportunity to develop concepts with deep personal meaning. Concepts developed in this way are more likely to stick with the student than concepts developed by mere static strategy.

Clark and Starr (1991: 238)

**Discussion is more effective in shaping attitudes, ideas and appreciation. It is also useful as a medium for training students in communication skills in social attitude and a sense of belongingness.**

In conformity with this idea, Tibebe (2006:37) defined discussion as:

**Discussion is the flow of words which takes place among the member of the group and its leader as they attempt to define their problem or to discover answer to them. Thus, the purpose of discussion is to examine information in order to develop a deep and broader understanding of topic.**

According to the above quotation, the major contribution of discussion is that the opportunity that gives students to practice, thinking to look at their own ideas, to formulate ideas and principles and to face up to immediate feed back from their peers. The discussion is an excellent tool by which to develop thinking.

## **2.2 Factors Affecting the Implementation of active –Learning**

### **2.2.1 HUMAN FACTORS**

#### **A. The Attitude of the Teacher towards Active Learning**

Teacher's attitude towards active learning largely depends on the epistemology they adhere. This is to mean that the teachers who strongly support the positivist epistemology assume that the teacher is the only source of knowledge and knows best. To them, teaching takes predominant role over learning. Indeed students are assumed to be empty vessels to be filled by the teachers (Plass, 1988).

According to Plass, due to teachers' perception, many teachers tend to stick to teacher-centred method of teaching because they believe that these are centred and comfortable than learner centred method.

Related to this, Branda and Ginnis (1986:209) said:

**Many fear that teacher's power, reputation and position will collapse if teaching and learning functions which were possessed by a teacher are shifted to students and the**

**group. In the face of society, it is a knowledge giver teacher who is more appreciated the valued than learner facilitator, resourceful teacher.**

On the contrary, there are also teachers who view knowledge as produced through the interaction between the learner and the world around him/her-constructivist epistemology. This interaction leads to interpretation and understanding not just memorization. Therefore, learners should be active participators and active learners. Hence, teachers who adhere to constructivist epistemology have positive attitude towards active learning and those who adhere to positivist epistemology have negative attitude.

Adding to this idea, Cohen, et al (1993:231) stated that:

**There is a strong tie between teachers' attitude towards active learning and their effort in implementing it. Therefore, teachers' attitude towards active learning can have a decisive impact on implementing it.**

## **B. Students' Attitude**

On the other, hand students' knowledge of how active learning is implemented and what is expected of them highly influence the application of active learning.

Darry and terry (1993:163) stated the following:

**The importance of student's experience is a transformative rather than passive accumulation of knowledge. They notice that unless learners considered the implication of the ideas in their own lives and decide to the act know and believe in new ways, they are likely to adapt a passive acquaintance to the teachers' knowledge structure.**

According to the above quotation, passive student learning has not made difference because it has not been transformative and best resulted in some assertion of knowledge. Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century. Another factor is the learner concept of student centred approach and prior knowledge. Some students want to learn by lecture method because the lecture method of teaching is more favourable to the current curriculum and students' back ground.

## C. Principals' Attitudes

Squeezing and Grann (1998:206) stated the following:

**So as to implement active learning the management of the school, the principal, head department and others need to understand that, active learning is the building block of long life learning. The school as a whole should do every thing possible to facilitate active learning. This may involve allocating funds on traditional equipment, ordering books in sets to allow use by small group.**

From the above quotation, one can simply understand that school principals can be considered a prominent figure in the school as far as he\ she is the one who is assigned to lead all activities that go in the school environment .It is a common experience that the school principal is responsible for both the academic and administrative affairs in the school.

Moreover, Mudumo (1998) as cited in Squazzin and Gran (1998) concluded that for any reform to succeed us need effective school managers .School managers are supposed to provide necessary indication and continuous professional support to teachers .Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported.

## D. THE PROFESSIONAL SKILLS OR QUALITY OF TEACHERS

According to UNESCO (1990:34):

**The teacher is increasingly becoming the focus interest because of the key role he/she plays in the delivery of quality education to the learner. All available evidence indicate that among many teachers in sub-Saharan Africa, the critical determination of effective teaching, namely, knowledge of the subject matter, pedagogical skill and motivation are acutely lacking, although teachers are in the front -line of educational reform programs**

From the above quotation, teachers are expected to face, economic, academic, pedagogical structural, social and political matters in spite of little guidance. Once teachers are trained and are put in a class, they work with little motivation or opportunity to change the teaching environment.

One of the reasons for their situation is the ability of the teacher training system to respond to the difficult task of training teachers to handle an increasingly complex process of education in the context of limited and competing resources.

Implementation in new teaching techniques must be developed and acquired rapidly. Teacher education and training; therefore, needs to be a continuous process in which teachers must refresh themselves continuously.

Similarly Sgauzzing and Graan (1998:209) stressed that:

**Good and effective education in the class room depends on the well-prepared teacher, competent teacher (both academically and pedagogically) and selection of better teaching strategies, activities, and materials to achieve the objectives.**

Therefore, the professional skills and quality of teachers is very important to conduct active learning.

### **2.3.2. NON-HUMAN FACTORS**

#### **A. Class Size**

It is not suitable to provide different experiments and group works having many students in overcrowded classroom.

Sgauzzing and Graam (1998:213) in their survey study indicated that:

**Schools in many parts of Africa are composed of large number of students. Thus, giving enough attention and meeting the need of every different student, so as to engage actively in the learning process is difficult. For this reason, teachers attempt to, retain control and teach all the students all the same times by lecturing them.**

What can be said here is that, for proper implementation of active learning, the number of student in the class should be optimum.

#### **B. THE PHYSICAL ENVIRONMENT**

A number of schools confirmed that the physical environment (class room arrangement, furniture arrangements, classroom appearance and lay out etc.) contribute a lot to promote active learning. A clean and well kept room with appropriate resource in evidence, electric, water, and well aired rooms help to establish a positive expectation towards a lesson.

Adding to this, Gavteng Department of Education (1998:92) stated that:

**'Open class room' is characterized by more active learning method including frequent use of group work ,movement of learners between areas, the use of resource centres, independent work, etc...The sitting arrangements will also be movable on which chairs will not be fixed with the ground.**

### **C. ORGANIZATION OF CURRICULUM MATERIALS**

The organizations of curriculum materials (syllabus, textbooks, teachers guide and other materials) have also great impact on the imparting of active learning.

Most of the curriculum materials prepared is overcrowded by information or contents with actually very few activities and exercises.

Pertaining to the above idea, Lue (2000:19) explained:

**Teachers will often skip these activities and go on to the next unit because they are pressed to get through the book to cover or present all the information contained in the book.**

From the above quotation, one can understand that this greatly reduces the creativity of learners by their own and in turn hinders the implementation of active learning.

### **D. THE USE AND AVAILABILITY OF INSTRUCTIONAL MATERIALS**

Instructional materials have great role in the teaching-learning process such as:

- Improving the balance between concrete and abstract learning experience.
- Helping students to integrate experience with the present varying from abstract to concrete
- Ensuring longer retention of the information gained.
- Motivating the students to pay attention to the lesson.
- Giving opportunity to learn through engagement and immediate action use of the all sense and muscles.

Despite the fact that instructional materials have these advantages, their usability by the teacher/instructor is quite meagre and their availability is also minor. In most schools, laboratory equipments, chemicals audio-Visual aids

models and different working tools are either in lack or not properly utilized. This in turn, has greater impact up on the practice of active learning.

Supporting the above idea Aggrawal (200:142) stated that:

**Effectiveness in learning lies not in reading and listening, but in action performance and experience using the different instructional materials. In addition, impression must be insured by expression and what has to be done must be learnt by doing.**

To sum up, introducing a new change and implementing educational reform is difficult and time consuming. This calls for vagaries effort by the teacher and administrative personnel.

### **2.3. CRITICISM AND RESPONSE ON ACTIVE LEARNING.**

Proponents of traditional behavioural approach to education assert in brief that constructivism (active learning ) ignore the central role of curriculum in education and that teaching in active learning (constructivist manner)is very complex, difficult and time consuming.

i. class room), anything goes .If the students are not interested in the topic, it is not introduced or it is not completed.

The key issues are not what is taught but rather how it is taught. Many students do not find a good deal of school curriculum initially relevant. The teachers' challenge is not to help students find relevance in these topics and this ability is a function used in introducing curriculum; they help to make it meaningful for their students through the posing of important questions.

ii. Second critique of active learning (constructivist teaching) is that it is very time consuming and interferes with coverage of the curriculum .If coverage of the curriculum implies that a text book must be read and endless list of discrete facts must be taught so that students can correctly answer multiple-choice question on tests, then any in depth approach to topics and concepts interfere with coverage. If, however, coverage implies the identification of major concepts and topics, then coverage is not a concern in the constructivist paradigm.

Time spent on the constriction of understanding is time well spent for the students; and usually pique the student's interest in learning more about the

topic. Virtually the entire major reports on educational reform call for greater conceptual understanding .How do we do this? By recognizing that less is more, by encouraging students to construct meaning, by acknowledging the students present conceptual understanding and valuing what the student knows rather than bemoaning what the student doesn't know.

**iii.** The third critique has to do with complexity. Active learning (constructivist teaching) is hard to do. But, then, any task for which individual lacks the necessary skill and disposition is hard to do. Tasks for which an individual has developed the necessarily skills or dispositions can be joyful, invigorating and productive. What does it take to be a constructivist teacher? Active learning requires negotiating skill, insight in to human behaviour, sensitivity to human emotion, integrated subject knowledge, self-confidence ,the disposition to handle risk and the ability to say” I don't know” “Let's find out “and” what do you think ?” It requires inherent trust in student's abilities to pose meaningful questions and to answer them. It requires teachers to subordinate slavish adherence to sequential curricula to the abilities and interest of their students. It requires the willingness to withhold one's own answers so that students may discover answer for themselves. And so that students will be able to fully explore important issue in their worlds that will want to engage in an exploration. This list of skills and disposition is not reasonable, certainly no less reasonable paradigm or the hunter model or the effective school movement.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

This section describes the methodology employed. The study has adopted a descriptive study method in which both qualitative and quantitative methods of studies are employed. I believe that these methods are appropriate to answer my research questions. Moreover, similar studies also adopted such a study design.

#### **3.1 Subjects of the study**

The samples were selected from Bulbula Secondary School because of its immediacy and easy access to the needed information. The study focused on the students and teachers of English department.

##### **3.1.1 Teachers**

Teachers were considered to be rich sources of data. As a result, the research work involved grade nine and ten EFL teachers of Bulbula Secondary School. In this school there were 11 teachers (7 male and 4 female). Currently, five of them are teaching in grade 10 and the rest six are teaching in grade nine.

##### **3.1.2 The Students**

Students were taken as another source of data to get important information pertaining to the implementation of active learning. As a result, 120 students were selected (60 from grade nine and 60 from grade ten).

##### **3.1.3 The Principal**

The overall activities of the school are the responsibility of the school principal. The school administrative is well aware of the things that happen in the school. Therefore, he was considered as one important source of data.

## **3.2 Data Gathering Instruments**

### **3.2.1 Questionnaire**

The researcher used a questionnaire for the purpose of collecting data regarding the implementation and perceptions of the school community towards active learning approach. This tool was chosen because as Hague (1993:132) noted, it enables to gather data from a large number of people in a short time. The questionnaire consisted of open-ended and closed-ended items. It was also of two parts i.e. the samples view towards active learning and about the implementation. In addition, respondents were expected to reply the extent of agreement and disagreement based on Likert Scale. Items were all adopted from the review literature.

### **3.2.2. Interview**

Interview is a very useful instrument to understand reasons the why and how things happen (Douglas 1985:79). Semi-structured interview was designed in a way that enables the researcher to procure data on their belief or perception on the Implementation of Active Learning. The researcher believes that knowing their belief is one of the most important means to know the degree of implementation. If someone has a wrong perception on something, it will lead him/her to wrong practices. Therefore, items that help to know their belief on Active Learning were included.

### **3.2.3 Classroom Observation**

For this study observation was used to collect the necessary data in the class interaction. Observation helps to make open recording as factual as possible. Here the observer can note down key points about the lesson. For observation only 2 teachers were involved, one from grade ten and the other from grade nine. Furthermore, those teachers' performances in their EFL classes were observed to get data on how much they can implement Active Learning elements. As a result, the researcher has made 6 observations using a checklist.

### **3.3 Method of data analysis**

To analyze the collected data, descriptive quantitative and qualitative methods such as percentage and mean scores were employed, so as to obtain data which were analyzed in detail and followed by the discussion of the results. Lastly, conclusions and recommendations are made based on the findings.

### **3.4 procedures**

Before administering the questionnaire to students and teachers, a short explanation was given on the purpose of the questionnaire. The data from the questionnaire were collected in one day after it was administered. Secondly, 2 teachers were selected using random sampling technique. Then two of them were observed and three teachers and the principal were interviewed. The interview was recorded using a tape recorder. Thirdly, among those teachers who were selected randomly for interview, two were also included for observation.

## CHAPTER FOUR

### Analysis and Interpretation of the Data

The main objective of this study, as mentioned in chapter one, was to investigate the implementation and perception of active learning in EFL class. To meet these ends, the data collection methods mentioned in chapter three were employed and the result of the study is presented as in the following and analyzed via quantitative and qualitative –such as mean, percentage and frequency.

#### 4.1 Teachers Responses towards their personal Information

Most of the teachers in the study are experienced in teaching, for instance, seven out of eleven teachers (63 %) have thought English for six years. Concerning their educational qualification all teachers have BED .In addition, four of them are females and most of them currently are engaged in doing master's program on other fields of study.

The majority of the teachers have low work load per week which means that they have ample opportunities for implementing active learning in their school. The average number of students in class is 40-42. Nevertheless, educators believe that such a large number of students in one class hinder the practice of Active Learning .As a result, scholars advised to have a conducive environment for the implementation of Active Learning stressing that class size should not exceed 20.

**Table 4.1 Teachers' educational information**

sex	teachers distribution by qualification, grade taught and sex					
	Diploma	1 <sup>st</sup> Degree	2 <sup>nd</sup> Degree	Total	Grade 10	Grade 9
Male	-	3	4*	7	4	3
Female	-	2	2*	4	1	3
Total	-	5	6	11	5	6

\*attending for second degree on other fields of study

## 4.2 Teachers' responses to the close ended questions

This sub-section is devoted to presenting the statistical findings that show the attitude of teachers towards the effectiveness of active learning in EFL classes.

In this part, the responses of teachers towards eleven objective questions are discussed.

**Table 4.2** Teachers' response for item number one

Items		Teaches response		
		yes	frequency	total
1	Do you use AL to asses your students learning performance?	9	2	11

The first question was asked to know if teachers use AL to assess their pupils' learning performance in English class. Among 11 teachers 9 of them have "yes" and the remaining two have "NO" responses. Nevertheless, two teachers who teach English currently did not use AL to examine their pupils' performance in EFL class. However, these teachers have more than six years of experience in teaching as indicated in their personal data in part one.

**Table 4.3** Teachers' responses by item number mean and rank value

No	Items	Teachers response	
		Mean rank	Rank value
1	To make decision on students final grade	5.5	6
2	To identify students strength & weakness	2.6	2
3	To check the effectiveness teaching methods and materials	4.3	4
4	For the purpose of selecting & placing student in	5.7	7

	groups		
5	To guide teaching & to reinforce learning	6.6	8
6	To base future instructional plans unit	5.2	5
7	To provide feedback, incentives and to motivate students	3.7	3
8	To see students achievement of lesson objectives	2.3	1

Table 4.3 depicts the purpose for which Bulbula Secondary School teachers use Active Learning as in the following:

1<sup>st</sup> to see students' achievement of lesson objectives.

2<sup>nd</sup> to identify students' strength and weakness.

3<sup>rd</sup> to provide feedback and incentives and to motivate students.

4<sup>th</sup> to check the effectiveness of teaching methods and materials.

5<sup>th</sup> to base future instructional plans on it.

Moreover, BSS teachers employed AL for the purpose of making decision on student's final grade, for the purpose of placing students and to guide teaching.

Three items were asked to know whether teachers provide remedial assistance for students whose performance happens to be below expectation.

**Table 4.4** Teachers' response by item

Item number	Items	Teachers response		
		yes	frequency	Total
4	Do you include AL in your course plan?	8	3	11
5	Do you provide remedial assistance to students whose performance is below average?	8	3	11
6	Do you give feedback and correction?	11	-	11

Table 4.4 indicates that, eight teachers included AL in their course plan, while three of them didn't include AL in their course plan. Similar number of teachers provided remedial assistance for students who had below expectation performance. In addition, the table reveals that the teachers' feedback and

correction. However, this data needed to be probed further using other question. Table 4.4 which clearly indicates to what extent teachers are committed to provide correction to their students is meant to serve this.

**Table 4.5** Teachers' response by number

	Items	Teacher's response
		Number of teachers
A	Re-teaching	4
B	Giving extra work	3
C	Advising them to do better	1
D	Offering no remediation at all	3
E	others	0
	total	11

Table 4.5 shows that eight teachers give remediation activities to their students. However, the way they reacted towards learners' errors greatly vary. For example, four of the teachers re-teach, three of them give extra work, one of the teachers' advise their students to do better for the following time. In addition, three of the teachers offer no remediation at all for their students.

As can be seen from Table 4.5 English teachers have varied view of remedial activities in EFL classes. One can observe from the table that three of them have no idea about remediation; the data gained from the interview, "our students are poor in English," as one of the teachers remarked imply that they need a tremendous help from their teachers.

As the researcher observed, there are a lot of activities expected from different stakeholders to enhance the implementation of Active Learning at high school level.

**Table 4.6** Teachers' responses regarding the frequency of providing feedback and correction by number and item.

No	Items	Frequency of usage			
		Frequently	sometimes	Never	Total
		frequency	frequency	frequency	frequency
1	Giving correction on oral activities	3	8	-	11
2	Giving correction on accuracy work	9	2	-	11
3	Pointing the error and asking the students to correct their own mistakes	2	9	-	11
4	Commenting on an error and explain why it occurred	3	8	-	11
5	Writing the students mistakes on the board and ask other students to correct	7	4	-	11
6	Peer-correction	3	8	-	11
7	Criticizing the students for the wrong answer	-	-	-	-

As table 4.6 indicates, teachers provided feedback and correction on fluency work, although it appears to be of less degree. Majority of teachers sometimes gave (eight) feedback on fluency work. On the other hand, nine teachers frequently gave feedback and correction on accuracy work while two teachers gave correction sometimes. Regarding to this Harmer (2001) points out that too much correction on accuracy and fluency is a devastating factor for the development of second language. He further remarks that the way we should give feedback or correction to student's performance on a fluency activity should be different from the way we give feedback on an accuracy activity.

In a fluency activity, Harmer says, "we need to respond to the content not just the language form ... (and) after the event, not during it. As can be seen from Table 4.6 majority of the teachers have not accustomed to employ self-correction on errors. Nine of the respondents sometimes use this strategy; while, only two teachers frequently employed self-correction strategy.

In regard to item four (commenting on an error and explaining why it occurred), most of the teachers' (eight) sometimes employ it. While only three teachers use it frequently. In addition, writing the students' answers on the board which gives a chance for others to correct, seven teachers use it frequently; while four of the teachers sometimes employed this strategy. Moreover, Bulbula Secondary School teachers sometimes used peer correction, (eight teachers). The rest i.e three teachers frequently used this strategy. Finally, none of them criticized the students for their wrong answers.

From the above data, it is clear that most of the respondents were giving correction and feedback on their accuracy work. Most of them leave the students to correct their errors /mistakes by themselves. In addition, majority of them (eight) are not interested on peer-correction strategy! However, many educators are not for that position. Their point was that when peers gave correction and feedback to one another, they will not be afraid. In addition, they exchange their point of view freely as well as with confidence. This

resulted in the development of second language. However, Bulbula Secondary School teachers do not use such a correction strategy.

**Table 4.7** Teachers' response towards the source of active learning tasks by item and degree of frequency and number.

Item no	Items	Frequency of usage			
		Frequently	Sometimes	Never	Total
		frequency	frequency	frequency	frequency
1	Authentic texts (News paper)	2	6	3	11
2	Real- life tasks(debates)	5	5	1	11
3	Tasks & texts selected & adapted form academic texts	9	2	-	11
4	Teacher made pedagogical tasks	5	4	2	11

As shown in table 4.7 six teachers use authentic texts such as news papers, manuals, recipes, etc, as a source of active learning activities sometimes while, three of the respondents never do so. Only two teachers use this source of activities frequently.

Different educators recommend using them sparingly. For instance, Harmer (2005) commented, if you make all the activities the cop of Guardian or times, it is difficult to compare students. Therefore, there should be balance between the authentic in one hand and factious texts on the other hand.

Secondly, there are so many kinds of real- life tasks in English, like problem solving, discussion, debate etc. In this regard, Bulbula Secondary School respondents employ five real-life tasks frequently as source of activity. In line with this, five teachers sometimes employ real –life tasks, among them, one did not use real-life task.

Finally, six teachers do not frequently use real –life tasks in English classrooms. This however, contradicts with what authorities recommend.

The other source of Active Learning practice in English classrooms is employing tasks selected and adapted from academic modules and texts. As Table 4.7 indicates, majority of the respondents (nine teachers) use this mechanism as a source of AL in English class .The rest of the teachers or three of them have adopted these techniques sometimes as a source of AL in their class.

Item 4 raises issues about teacher made pedagogical tasks and texts (activities designed for classroom language teaching).Most of the time, teachers used this approach as a source of active learning activities. Because many books in second language are published and designed abroad, especially English texts. The second justification in which teachers are obliged to produce their tasks is that different people have different life style, have different living standards and have various consciousnesses about the world. As a result, we teachers produce different tasks and activities on the basis of our students understanding and cultural circumstances.( Bangato et. al. 1997 ).

Likewise, Bulbula Secondary School English teachers respond to the above question on the following way. As Table 4.7shows (five teachers) employ this method frequently, which falls below the average. Four teachers produce task and activities by themselves, two teachers never used this approach as indicated by Table 4.7 it is evident that there are teachers who are always dependent on external body .Many of them (four)also used this mechanism sometimes.

From the preceding discussion, it is evident that these teachers needed further strong training to build their confidence and to exploit their talent for their students.

**Table 4.8** Summary of teachers' response show the extent to which they use AL tools.

This table is devoted presenting the statistical finding that shows the extent to which teachers' use of AL in EFL class IN secondary level.

No	Active Learning devices	Frequency of usage		
		frequently	sometimes	Never
		frequency	frequency	frequency
1	Individual class & home work	10	1	-
2	Individual projects	-	5	5
3	Group projects	2	4	5
4	Observation ( using checklist of students performance)	4	2	3
5	Portfolio	1	-	8
6	Self assessments	2	6	3
7	Peer-assessment	3	4	4
8	Audio /video recordings	-	-	11
9	Reflective journal	-	-	11
10	Interview and questionnaire	-	1	10
11	Student teacher conference	-	3	8
12	Oral presentation	7	4	-

Table 4.8 shows variety of active learning devices. These tools help teachers to evaluate their student's English performances at some time. They also have significance contribution to the development of second language learning. Different scholars have suggested us to employ them in the class room context. Their main reason is that language develops when we provide varieties of

continuous tasks and activities. As a result, the researcher was interested to ask Bulbula Secondary School teachers about the way they employ them in English classroom.

Their responses are presented in the following way:

For item number 1, which concerns in individual class and homework, ten of the teachers claim to have employed it. While the rest one teacher not used this sometimes .On the other hand, individual projects are used by half number of teachers where the other halves never use it as an AL tool. In Addition, the frequency of usage of group project as an AL tool in Bulbula Secondary School is used by two teachers frequently, four of them used sometimes and five of them never used as instrument. From this, the researcher understood that most of them are reluctant for group project as an active learning tool.

Another tool the researcher included in the questionnaire form is observation and portfolio. For the observation, four teachers used frequently, two of them used sometimes and three of them never used .However, most teachers (eight) never used portfolio as an active learning tool in English classes, only one teacher used this instrument frequently.

The other item the researcher was provided to teachers to have their perception and practice on self /peer -assessment tools, two, six and three of them used self -assessment frequently, sometimes and never, respectively. On the other hand, three of them used peer -assessment frequently, same number adopted it sometimes and never.

Concerning Audio/video recording and reflective journal, Bulbula Secondary School teachers have poor performances. None of them used these instruments as active learning tools. However, we Ethiopians, especially in order to develop our second language, need to use vernacular way of expression. The teachers' main reason not to employ this was "lack of materials ".However, in the school, materials like Tape, Television, plasma & DVD player are currently available even if their number is very limited. In the researcher's opinion, this electronics

at least help to some extent. The researcher thought that the problem is mainly lack of awareness and commitment.

The other point the researcher would like to raise is about the instrument tools of student teacher conference and interview and questionnaire .This instrument helps students communicate second language with different people if we provide a conducive environment for them. In addition, it helps to identify their main problem in teaching learning process.

Concerning the above instrument, ten of them never used interview and questionnaire whereas eight of them never employed student teacher conference. On the basis of the data, BSS teachers have no adequate perception about different active learning tools. Actually, the researcher is not in a position to blame these teachers, any person, may not know certain issue, he/she has no idea about the practice. Therefore, it needs further strong effort from any stakeholder on this area in order to have quality education.

Finally, seven teachers used oral presentation frequently and four of them sometimes as an active learning tool in English classes.

#### **4.9 Teachers' response to the open-ended Questions**

In this section, teachers' response will be discussed and analyzed .one problem incurred by the researcher was the unwillingness on the part of some teachers to provide response to the open-ended questions. Consequently, the researcher discussed those questions which were answered appropriately by the respondents.

The respondents responded to four open-ended questions and among those points, question number two has sub-questions. Those questions tried to include some data about teachers' perception as well as their current practice of AL in their classes. Those open-ended questions also attempted to provide responses to questions that I rose in chapter one. The first question was asked

to provide responses openly about the major constraints that impede the effective implementation of AL. Regarding these point two teachers were not willing to provide their experience. However, the rest nine teachers gave their responses which are presented in the following way:

Four respondents claimed “lack of interest from both teachers and students” to be the major obstacle for effective implementation. Actually, if people have no interest or motivation on something, it is difficult to expect a fruitful result from their performance. The second major problem raised by teachers was large class size as a problem for its implementation .In line with this; the researcher obtained data on these issue according to which average number of students in Bulbula Secondary School is found to be 42. This in fact can be factor for its poor implementation. The other constraints raised by the teachers to impede the successful implementation of AL are:

- lack of awareness on the part of school management about the implementation of AL;
- Lack of adequate perception of both teachers and students towards AL;
- Lack of materials ,i.e. audio/video recordings;
- Students poor performance in the medium of instruction;
- Students poor background of education performance and family living condition;
- Students’ less participation ;
- Shortage of time expressed as main problem; and
- Lack of commitment from teachers’ to implement.

Generally, the above major problems or constraints were raised by Bulbula Secondary School teachers’ as obstacles for their low implementation of Active Learning in EFL classes. Teachers also strongly believe that their students poor education performance in lower grades attributes a lot for their poor performance in implementation of AL .They explained that majority of their students are not given opportunities for oral presentation, peer assessment ,

discuss in English and etc...have less involvement .

The second open-ended question was asked to know if they had participated in any training or workshop concerning AL. From the total number of eleven teachers, four of them did not take any training about AL. However, the rest of teachers (seven) have taken some workshop .In addition to this, I have raised another question to know if they had taken training, what the content and its impact on teaching learning process was? Their responses were as follows;

Three teachers responded that the content of the training is about active learning method of teaching. Similarly, an other three of them responded that the training is about how we assess students' continuously .The rest of them claimed that they did not take any training about AL .However, some of the teachers responses and the responses in item one show a mismatch. Furthermore, the researcher has also risen if the training had some impact on the implementation of AL. The teachers responded that the aim of workshop;

- improve their knowledge and confidence in teaching learning process;
- make them creative,;
- make the instructional endeavour activity more attractive; and
- developed the basic skills, like vocabulary.

Although two teachers denied this explaining that the workshop has no effect for the implementation of AL. Their justification was, "no role model was displayed in using training". In addition to this, the training did not consider the current performance of their pupils .They also added that the training was not on the right schedule, Moreover, the teachers believe that it was an imposition which is top down (the system imposed by MOE) and it doesn't show the needs of teachers. As a result, the impact of the training on the implementation of AL was minimal.

To sum up ,from the above evidence one can understand that ; the training did not inculcate the whole teachers .Teachers who have taken training on AL are six the training also did not focus particularly on AL .Even though some

teachers (three) have taken a training on AL, the impact of the workshop is minimal. Consequently, the researcher concludes that it needs further strong training for the teachers and the training must address the teachers themselves. If it is made in such a way, it helps to arouse their perception as well as their practice on AL in EFL class.

The researcher distributed open-ended questions in order to know how they perceive /think about the successful implementation of AL. All responded to the questions except one teacher who was not willing to respond.

Their suggestion to what should be taken is presented as follows:

- Reducing class size\_ they suggested that class size should not exceed 20.
- Setting a language lab.
- Create awareness about AL on the part of teachers and students;
- Provide a sufficient training for teachers making teaching materials available which include audio and video materials.
- Creating incentives so as to make teachers committed to their work and exerted their potential properly;
- Enhance the interest of students and improve their achievement;
- Provide appropriate ground for teachers'.

Furthermore, it needs counselling to arouse student's motivation on English language because, it has paramount factor for their success in their academic endeavour. Moreover, the respondents suggested that they need to create a better ground on students towards AL together with teachers and should have work on improving students' performance using appropriate teaching materials.

The researcher was able to know from their response that most BSS teachers didn't have adequate perception about AL and those teachers who have a

positive attitude, but lack commitment to improve their performance. School has to be able to provide the facilities in order to reach the standard required. This according to the researcher observation is the best solution.

The data obtained from teachers regarding whether they make reflection on their learning and the response from eight teachers which shows its absence indicates that teachers didn't care about remediation or correction activities for their students.

This negligence on the part of most of the teachers is not making students reflect on their learning. Most of the teachers are neglecting the most integral part of the teaching profession. Only three of English teachers demand their students' reflection. One of the teachers from this category said yes; I got my students' reflection on their learning and their performance always; I got their demand at the end of the week. I attempt to identify their strengths and weaknesses, and then I take measure to improve performance on their English learning.

If all the teachers had such kind of attitude and practice, it would help the learners to improve their language ability. However, eight teachers did not demand their student's reflection neither on language performance nor in the teaching learning process.

**Table 4.9** Summary of teachers' response about their perception on AL

Items	Strongly agree	agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total
	F	F	F	F	F	
1.Learner centred approach is useful not only for students but also for teachers	9	2	-	-	-	11
2..Learner centred – approach increase students motivation	9	2	-	-	-	11

3. It is possible to apply active learning approach in the class room.	1	1	-	4	5	11
4. Active learning approach helps learners to be responsible for their learning.	9	2	-	-	-	
5. Active learning approach adds more burden to teachers	-	1	-	5	5	11
6. Active learning approach helps the teacher to follow students' continuous language performance.	9	2	-	-	-	
7. Active learning helps students to be active citizen in their life career.	4	6	1	-	-	11
8. If there is no lecture method it is impossible to control the students.	-	1	-	5	5	11
9. Most students hate active learning and refuse to cooperate with their friends.	-	1	-	5	5	11
10. It is a tiresome activity for teachers to implement active learning in language classroom.	1	1	1	4	3	10
11. In Active learning approach some fast student may dominate slow learners.	2	1	-	5	3	11
12. Some educators say that Active learning methods may not work in large class	9	2	-	-	-	11
13. The physical environment of the school is favourable for the implementation of active learning	-	-	1	5	5	11
14. Active learning approach focuses on mastery not coverage.	9	2	-	-	-	11
15. I am sure student centred approach has a great contribution to scale up the quality of education.	1	5	2	1	1	10

16. The approach should be adopted to all level of students	4	6	1	-	-	11
17. This approach needs much more time to cover the syllabus.	2	3	3	2	1	11
18. The approach needs large space for example role play.	9	2	-	-	-	11

Table 4.9 shows that almost all teachers believed that student centred approach is useful both for students and teachers. For teachers, it helps to follow students' continuous language performance. For students, it increases their motivation and makes them responsible for their learning. However, only none of them reported that the school environment is conducive to apply active learning. Ten of them were against this view. While ten of them disagree for item 5 that is about AL adds more burden to teachers. Similarly, for item 8 and 9, ten of the respondents disagree and only one of the respondents agree. For item 10, two of the respondents agree that AL is a tiresome for teachers in language classroom. However, the rest were against this view. In item 11, eight teachers disagree that in AL approach some fast students may dominate slow learners and the rest agree with this point. Almost all of the respondents agree on item 12 which is about AL may not work in large class size.

In item 14, the approach focuses on mastery not coverage, all of them agree. For item 15, six of the respondents strongly agree on the issue of AL methods scale up quality of education, two of the teachers neither agree nor disagree and two of them disagree on this point. In addition, item 16 explains about the approach should be adopted to all level of students. For this item, ten of the teachers agreed and one of them undecided.

For question number 17, teachers response shows\_ two teachers have and strongly agree and three teachers agree in that AL needs much more time to cover the syllabus. However, three, two and one of the teachers remained

undecided, disagree and strongly disagree respectively.

Generally, even if most of them are aware of the above point, there are also teachers that are not aware of the fact. Therefore, there are activities expected from different educational stakeholders as well as the teachers to upgrade their perception and practice on AL in EFL class.

**Table 4.10** Summary of students' response about their perception on AL

Items	Strongly agree		agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1.Learner centred approach is useful not only for students but also for teachers	35	29	38	31.7	14	11.7	18	15	14	11.7
2..Learner centred – approach increase students motivation	37	30.8	62	51.7	7	5.8	14	11.7	-	-
3. It is possible to apply active learning approach in your class room.	35	29	40	33.3	22	18.3	11	9.16	12	10
4. Active learning approach helps learners to be responsible for their learning.	40	33.3	25	20.8	17	14.1	17	14.1	-	-
5. Your teacher always comes to class with activities which invites you participate.	-	-	22	18.3	15	12.5	40	33.3	35	29
6. Active learning activities are tiresome activities for students.	13	10.8	14	11.7	17	14.1	33	27.5	23	19.1
7. Active learning helps students to be active citizen in their life career.	49	40.8	31	25.8	19	15.8	-	-	-	-
8. If there is no lecture method it is impossible to control the class discipline.	18	15	31	25.8	20	16.7	18	15	13	10.8
9. Most students hate active learning and refuse to cooperate with their friends.	17	14.1	28	23.3	20	16.7	20	16.7	13	10.8

10. Your teacher participate students in the teaching learning process.	12	10	14	11.7	14	11.7	22	18.3	38	31.7
11. In Active learning approach some fast student may dominate slow learners.	22	18.3	26	21.7	20	16.7	18	15	14	11.7
12. The physical environment of the school is favourable for the implementation of active learning	16	13.3	18	15	22	18.3	26	21.7	18	15
13. I am sure student centred approach has a great contribution to scale up the quality of education.	37	30.8	31	25.8	16	13.3	11	9.16	15	12.5
14. The approach needs large space e.g. role play.	26	21.7	33	27.5	17	14.1	21	17.5	13	10.8

As presented in Table 4.10, item 1 was designed to check student's attitude whether learner centred approach is useful for students and teachers. As shown, 60.7% agreed, 26.7% no response and 11.7% remained uncertain.

Item 2 was designed to investigate if learner centred approach increases students' motivation. 82% agreed, 11.7% disagreed and the rest, 5.8% remained undecided.

Item 3 was designed to detect if their classroom is appropriate to apply AL. A large number of participants agreed that their classroom was favourable to implement active learning, while conversely, a total of 19.16% of the respondents disagreed and the remaining 18.3% undecided.

Item 4 was designed to detect the share that AL have in helping learners to be responsible for their learning. Sizable number of students agreed that AL approach helps learners to be responsible for their learning. On the other hand, 14% disagreed and 14.1% undecided.

Item 5 was designed to check if the teacher always come to class with activities which help students participate. 62.3% of the respondents didn't agree, 18.3%

agreed and the rest 12.5%, remained undecided.

Item 6 was inquired to investigate if AL approach is identified as a tiresome activity for students. 22% of the respondents agreed, 46.6% disagreed and the rest 14.1% couldn't decide.

Item 7 was designed to detect the students' confidence to handle future career. Most of the students were quite sure about their efficiency and none of the respondents disagreed and the rest 15.8% couldn't decide.

Item 8 was designed to know students stand on lecture method as a method which helps to control class discipline. Only 30.5% agreed, 25.8% disagreed and 16.5% couldn't decide.

Item 9 was designed to check if the students hate AL and refuse to cooperate with their friends. 37.4% agreed, 27.5% disagreed and 16.7% couldn't decide.

Item 10 was designed to investigate if their teachers involve them in the teaching learning process. 21.7% agreed, 50% disagreed and 11.7% couldn't decide.

Item 11 was asked if in AL approach some fast students may dominate slow learners. 40% of the respondents agreed, 26.7% disagreed and 16.7% undecided.

Item 13 focuses on the share Active Learning contributes to quality education. 58.6% agreed, 21.6% disagreed and 13.3% of the respondents couldn't decide about the share which the approach adds to quality of education.

Item 14 was asked about the large space the approach needs. 49.2% agreed, 28.3% disagreed and the rest 14.1% couldn't decide.

Generally, this questionnaire tried to ask, check and recheck the intension of students towards Active Learning approach. As the result indicates, majority of



the respondents have mixed feeling for this approach. They seem to like the approach for some of its property like; scaling up students' motivation, collaborative learning and independent study, etc...However, the major problems that impede the implementation of AL mentioned were lack of materials, lack of teachers preparedness, and large class size.

## **4.12 Analysis and interpretation of data collected from interview**

### **4.12.1 Interview with the teachers**

In this topic, I have attempted to gather data from teachers about their attitude and practice on AL in EFL classes using interview.

#### **TRANSCRIPTION OF THE ENTIRE INTERVIEW**

1. In what ways do you think your students are benefited from the deployment of Active Learning in EFL classroom?

**Teacher 1:** "I believe that students will be more beneficial when they take part in group work or pair works rather the former method of teaching."

**Teacher 2:** "They will be benefited if they have a clear discussion without any fear about anything with friends, parents."

**Teacher 3:** "In my opinion students will benefit if they are given the chance to practice and get feedback from their teacher."

2. Do you find Active Learning helpful in identifying the level of student's language abilities? How?

**Teacher 1:** "Definitely, the recent teaching methodology (i.e. active learning) reveals that the students' language ability is poor. Most of the students can't express their idea in English during group work or pair work only able students dominate them."

**Teacher 2:** "Yes, it helps to express their idea by presenting what they read so at this moment they suppose to develop their speaking and reading ability."

**Teacher 3:** "For some weak students group presentation has become fertile hunting ground to hit their target. In most cases only one hard working student will do the work while the other is having a hell of a time. They are careless because evaluation is group based. It is really unfair."

3. What do you think should be done for the successful implementation of Active Learning in EFL classroom in Bulbula secondary school?

**Teacher 1:** "Intensive training should be given for teachers so as to implement active learning effectively. Regarding students, they should be motivated to take part in the discussion, role playing and the like."

**Teacher 2:** "Some teachers may not have the skill which helps to perform this type of learning. So in my opinion giving course for them help much."

**Teacher 3:** "All stakes should work together to make the implementation successful. In addition, teachers should have a positive attitude towards AL."

4. How important do you perceive Active Learning in promoting students' communicative competence in English?

**Teacher 1:** "Active learning plays a great role for students' communicative competence in English. As we know, skills develop only through practicing. So, in order to improve students' communicative skill, they should get more opportunity or chance to talk in class. To mean, the more they talk, the more they will be competent. In short, teachers use different strategies to enhance students' language proficiency by facilitating different activities such as, story telling, game, role play and the like during the instruction."

**Teacher 2:** "As I expressed in the above questions this type of learning helps them or force them to speak so they develop to communicate easily in English."

**Teacher 3:** "If we properly use the approach I think it has a promising value on students' language competence."

5. What do you think about the factors which negatively affect the implementation process of Active Learning in your context?

**Teacher 1:** "There are many factors that affect the implementation of active learning negatively. The underlined factors are lack of students' willingness to involve in the given task, (to mean most of them don't dare to use English in the class), the class size also one factor to implement this approach frequently."

**Teacher 2:** "If the teacher does not control and give some further explanation, it may lead the students in wrong way."

**Teacher 3:** "well, the major factor that affects the implementation of AL is the different ability of the students. Among 53 students, some of them will be very active who can dominate the rest of the class. In addition class size and lack of necessary materials are some of the factors."

6. Have you ever had any on job training or work shop on Active Learning and alternative teaching methods? If yes how did you find it?

**Teacher 1:** "Yes I had got a lot of sense from that training. So far I am attempting to use that in my class. Anyway, I feel that the respective body should provide that kinds of training in a large scale periodically."

**Teacher 2:** "Yes, when I learned I've got it very good that mean this kind of learning method helps both teachers and students because it forced teachers to find out the students problems and giving them the actual lesson to all types of students easily."

**Teacher 3:** “No, until now I haven’t got any training on active learning.”

7. Is your school implementing Active Learning on the moment? If so, how do you evaluate your implementation of Active Learning in general?

**Teacher 1:** “Yes, I attempted to do all my best so far. This in turn, helps some students able to improve their speaking skill.”

**Teacher 2:** “In my opinion my school is not implementing this learning so far.”

**Teacher 3:** “No, the principals are striving to implement the government’s policy. They believe and want to believe what the authorities said is true. However, I’m exerting my own effort. For example, weekly on Fridays I’m teaching them speech to develop their language. Even I brought them proverbs. I encourage students to practice conversation.”

8. Is there any point that you like to raise in relation to the implementation of active learning in Bulbula secondary school.

**Teacher 1:** “Intensive training should be provided for teachers so as to make active learning more successful in the school.”

**Teacher 2:** “Lack of awareness made many teachers careless to the implementation of active learning in this school.”

**Teacher 3:** “rather than political activities the school administrative should focus on the different activities that help the implementation of active learning.”

The information that was found from interviews helped me further understand teachers’ perception on AL in EFL classes. In addition, the information I observed directly in the classroom helped me to cross check the data I found from questionnaire and interview. For this reason, the data that were collected from two instruments will be discussed and analyzed.

The first question that I raised for the teachers was concerning their belief about AL to which they responded in the following way: One of the teachers' said, "AL means the procedure of the learning process and it is student centred method".

The other teacher also defines AL as "assessing the status of our students' performance". In addition, third teacher explained that AL is a way of following up our students' continuous performance.

I also asked them if students benefited from the deployment of AL. However, they did not provide sufficient justification for the question. Their response was "it builds their confidence that helps to develop their skill". From this response, it is possible to conclude that these teachers lacked a clear understanding on the way their students benefit from the deployment of AL.

Thirdly, I asked the teachers to tell me about their experiences about the major constraints that impede the implementation of AL in their school.

The first teacher responded, "There is a wrong assumption prevailing among teachers about AL." He added that teachers perceive AL as providing activities continuously, but this is not mean AL. The other obstacle mentioned by the teachers was; inappropriate way of teacher assessment. That means, in our school teachers are accustomed to assess the high skills, but our students are lower in performance .As a result, students and teachers are not matched on students' competence in language and teachers attitude towards their students.

In addition to this, the number of students in their school also rose as factor. Moreover, teachers' carelessness, scarcity of materials, lack of students' interest and lack of conducive school environment. These points listed by the teachers negatively affect their implementation.

In review of related literature, the researcher raised several scholars' point of view on different AL tools that are employed in EFL classes. In line with this,

BSS teachers reply the tools they have employed currently are discussion, assignment, exercise and peer discussion. These tools are not adequate enough to evaluate their students' performance on the basis of scholars view.

The other question that the researcher raised was: about the successful implementation of AL; what should be done? BSS teachers suggest in the following: Teachers need to change their consideration towards AL. The school community must have a positive attitude towards AL.

They also added teachers need to identify their weakness and strengths, then give more emphasis for their weakness .They admitted that, in their school, AL is not implemented appropriately, because of wrong perception. In addition, any concerned body should provide training on AL for teachers before engaging them to employ it. Moreover, BSS teachers added their point of views for successful implementation of AL which are:

- Development of self learning style on the part of teachers;
- Enthusiasm on the part of teachers about the subject they teach;
- Love of the profession, not for money. It needs a commitment (they should be devoted for the profession).

#### **4.12.1 Interview with the principal**

The first question raised to the principal was if the school administration enforces the use of active learning method and how. The principal replied "yes, by giving special training for department heads and by discussion with subject teachers".

The second question raised was what mechanisms are used to motivate teachers to use active learning methods? He replied, "By creating awareness".

The third question focused on if there was any support that the school extends to the teacher. He replied yes definitely and said "for example, by offering

stationery materials, by arranging students sitting arrangement, etc...”

The next question was if the school organized any workshop or seminar on active learning for the teachers. His response was yes and said “but not for all teachers only for department heads”.

The fifth question focuses on if there was any resistance to AL from the teachers and students. If so, how are they expressed? He answered yes and said “there is lack of interest of teachers to help students and the students are also uncomfortable, for example they blame the sitting arrangement”.

The next question focused on the extent to which the administrative rate the implementation of AL in the school. He replied, “By class observation or supervision, by discussing with the teachers and department heads”.

The last question I raised was what possible strategies the school administrative proposed to develop more positive attitude towards AL? He answered, “By giving more training for teachers tries to develop positive attitude”.

#### **4.13 Analysis and interpretation of data collected from classroom observation**

##### **Checklist for Class observation 1**

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher’s practice of Active Learning in EFL class.

Teacher’s name\_ **teacher 2**      Date\_ **12/ 09/03**      Topic\_ **listening**      Section\_ **10<sup>th</sup> L**  
No of student’s\_ **56**      period\_ **7<sup>th</sup>**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities	✓	

Observation of students performance		✓
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>	✓	
He carefully selected activities that support the lesson objectives.	✓	
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was directly read the listening text without discussing the pre listening activities.

### Checklist for Class observation 2

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name\_ **teacher 2** No of students\_ **56**

Date\_ **15/09/03** Topic- **speaking** Section\_ **10<sup>th</sup> k**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓

Group or pair work activities	✓	
Observation of students performance	✓	
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.		✓
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was acting as an authority and the students were not confident to present.

### Checklist for Class observation 3

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 1** No of students **\_54**

Date **\_ 20/09/03** Topic- **writing** Section **\_9<sup>th</sup> Q**

Activities	Availability on the lesson	
	yes	No
Individual activity	✓	
Group or pair work activities		✓
Observation of students performance		✓
Oral presentation		✓
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred		✓
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The atmosphere of the classroom was so boring.

#### Checklist for Class observation 4

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 1** No of students **\_55** period **-5<sup>th</sup>** Date **\_ 16/09/03**  
 Topic **-speaking** Section **\_9<sup>th</sup> P**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities	✓	
Observation of students performance	✓	
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.	✓	
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was interfering students to give correction when they made mistakes.

### Checklist for Class observation 5

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name\_ **teacher 1** Date-**18/09/03**

Topic\_ **How deaf people communicate (reading)** Section -**9<sup>th</sup> O** period\_ **3rd**

No of students\_ **55**

Activities	Availability on the lesson	
	yes	No
Individual activity	✓	
Group or pair work activities		✓
Observation of students performance		✓
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDICATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction	✓	
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was dominated the teaching learning process.
- The teacher was not well prepared to implement active learning in his class.

### Checklist for Class observation 6

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 2** period **\_1st**

Date **\_10/09/03** Topic **\_ writing** Section **\_10<sup>th</sup> m** No of students **\_53**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities		✓
Observation of students performance	✓	
Oral presentation		✓
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred		✓
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was dependent on the textbook

As I have mentioned earlier that each classrooms was observed three times. During my observation all the things that happened in the class were found to be the same. Thus to reduce redundancy and not to bore readers I have presented main points.

I observed teachers performance in the practice of AL. From the data, frequently teachers used oral questions and oral presentation tools as assessment employed. In addition, some teachers' frequently provide correction fluency, which is a big problem for the students. Because if students are interrupted in each mistake, that will not help for the development of second language. Other AL tools were not observed during the lesson observation.

As a major problem that I observed on the lesson is large class size and passive involvement of students. In addition, teachers are not allowed to use other ways of AL instruments.

During those observations, teachers simply focus on students' presentation and they attempted to interrupt the oral presentations. As a result, students are terrified and lose their confidence at that moment. However, scholars recommend feedback on fluency is minimal and it is necessary to provide at the end, not during it (Harmer) in contrast to this, teachers are not seen in giving any correction on accuracy. In general, I have never seen the way they provide a feedback. But no teacher blame for student's wrong answer during the observations.

During the interview time, I asked them directly if they used AL. They responded, "We tempted, but we are not effective". The other teacher also said that currently their school is not properly implementing AL. From the above discussion I can perceive that, BSS teachers have some understanding about AL. However, their practice is not adequate enough for the development of the target language.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

This study tried to explore the school communities' perception and practice of Active Learning in EFL classes, particularly at Bulbula secondary school. In addition, it aimed to know teachers' awareness to what extent they make their students reflect on teaching learning process and the major constraints that can impede the effective implementation of AL. Moreover, the study explored how varied Active Learning tools used, and to know to what extent teachers given immediate feedback and remedy to help their pupils.

In order to achieve the objectives of the study, three sets of instrument were employed; questionnaire, interview and observation. Several questions were launched to know their perception and practice of AL. Two teachers were directly observed in their classroom three times each to have data about how AL tools are employed in English classrooms, the way they provide feedback and if they demand their students reflect on learning.

The majority of teachers (seven) have more than six years of experience in teaching English in high school and have a low load per week. I believe this will help them practice AL effectively. Three of them did not offer any remediation at all.

In addition, teachers responded in the questionnaire that three of them provided correction on fluency frequently. However, during the observation teachers gave correction on fluency tremendously. During one observation the teacher interrupts the two students in their oral presentation 4 times, because of that those students were demoralized and terrified to speak. Nine of them responded in the questionnaire that they gave correction on accuracy; however, the researcher has not observed any correction on accuracy. For instance, the researcher checked some students' exercise book.

On the other hand, self-correction (nine of them) provided sometimes, peer correction (eight of them ) gave sometimes, and writing the students answer on the board to give others (four of them) gave sometimes .This other way of giving feedback and correction are not observed in the actual class. Therefore, teachers have not adequate know-how in regard to providing feedback. One of the most integral parts in AL is the way of providing feedback.

Concerning the source of tools, five of them used real-life tasks (debates, problem solving) sometimes. In addition, teacher made pedagogical task four of them sometimes and two of them never used this. That means most of them simply copy different tasks from different books. In line with this, two of them used authentic texts frequently, six of them sometimes and three of them never used authentic texts. Therefore, BSS teachers are not in a good position about the source of AL tools.

As we know there are so many kinds of active learning tools of which BSS teachers only used individual and homework, Oral-presentations and oral-questions. Mostly they neglected the majority of them like portfolio, self and peer assessment, audio/video recordings, interview and questionnaire, student-teacher conference, journal, etc. This indicates that they have no sufficient practice or perception about various AL tools.

The summary of teachers response towards the constraints that impede the implementation of AL are lack of interest from both teachers and students, large class size (42 students in each class ), lack of adequate awareness on the part of school management for the implementation of AL and lack of materials. In addition, students have poor performance in the medium of instruction; lack of commitment from teachers to implement the recommended activities. Six of the teachers reported that they didn't take any training about AL. The rest of the teachers had a workshop, but the training was not exactly talking about AL rather it deals with continuous assessment. In line with this, they responded

its impact of training .They explained that the workshop has no effect on the implementation of Active Learning. Their justification is “no role model displayed in using training.”

The other evidence by the teachers was that the training did not consider the current performance of their pupil, it is not on the right schedule, and it instead imposed from top to down. It did not address the needs of teachers. As a result, the impact of training is minimal. Therefore, it needs other strong training including all teachers. Ten teachers also responded that they have no experience about assessment practices as a document for future implementation. In addition to this, eight of the teachers did not demand their students' reflection; however, aware our students demand is one of the most integral parts of teaching profession.

On the other hand, BSS teachers have good perception on AL. They reported that it helps to identify student's strength and weakness (ten of them) they also believe that AL helps to motivate students to be engaged in their learning. However, BSS teachers did not have a clear know-how in what way their students benefited from the deployment of AL.

Generally, this research work has provided sufficient understanding about BSS English teachers' perception and their practice on AL .As a result, the researcher recommends the following for teachers or any other organ interested to make a future study regarding the implementation of AL in EFL classes.

## 5.2 RECOMMENDATIONS

- Teachers need to broaden their horizon about the Active Learning tools that they employ in their English classroom. From the data gathered there were only a few AL tools which were used by BSS EFL teachers. For successful implementation of Active Learning approach, teachers need to provide different activities and tasks using variety of AL devices on an ongoing and regular basis. This might need a motivation and commitment from teachers. As a result, teachers should be helped through attractive salary and encouraged to be adequately aided both attitudinally and professionally for implementing AL.
- In order to bring a better implementation of AL; It needs to alleviate the problems such as problem of large class size, lack of students motivation, availability of sufficient materials (such as different references books, audio/video tapes, stationary and etc). In addition, students should be active participants in the teaching learning process. I believe if these things are fulfilled, it is possible to contribute something in increasing students' knowledge.
- Teachers also are expected to have adequate knowledge or experience towards giving feedback and correction for their students. Most teachers were observed providing correction on fluency work; however, this is not recommended by educators. Therefore, teachers should give a great consideration to feedback as an indispensable component of assessment.
- The other thing I would like to recommend is: BSS teachers currently have not positive attitude towards AL. For this reason, any stakeholder should strive to create a better awareness for teachers which need to change their negative consideration to the better about AL. A negative attitude leads to low performance as evident in the case under discussion.

- The school management also needs to have a better know-how about Active Learning, as this helps to enforce on teachers in regard to the implementation.
- Ministry of education, universities or colleges should design a course for teachers before engaging to work concerning Active Learning as one part of teaching learning process on their curriculum.
- Teachers need to demand their pupils reflect in the instructional endeavour. Their consideration should enhance about students participation in the area of Active Learning.
- On the other hand, BSS teachers lack a good understanding about the source of activities. Therefore, ways should be sought to broaden their knowledge on the source of activities that deployed in EFL classes.
- The data from interview and questionnaire revealed BSS teachers lack adequate understanding the ways their students can benefit from the deployment of AL in EFL classes. Consequently, teachers should have sufficient awareness in what ways their students can get benefit from AL.
- Teachers also need to have a uniform view in regard to how bring best performances in AL.
- Finally, as the study shows teachers under study prefer other profession\_ evidentially most of them have already joined other fields for their MA studies which mean that they do not like the profession. The profession demands commitment and dedication and this lacking and the situation needs to be reversed.

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## Appendices

### Appendix 1

# Addis Ababa University

College of Social Science and Humanities

Faculty of Language studies

## Department of English

### Teacher's questionnaire

Dear Teacher,

This questionnaire is designed to collect information on the implementation and perception of the school community towards active learning. This questionnaire

Is one of the instruments which the researcher uses to gather the necessary data for her MA thesis in the teaching English as a foreign language (TEFL). Thus, the researcher kindly requests you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent form that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your co-operation

Bethel Bekele

#### Part 1: Personal Information

**Direction 1:** Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of the school you work \_\_\_\_\_
2. Age a) 20-29  b) 30-39  c) 40-49  d) 50 and above
3. Sex a) Male  b) Female
4. Field of study (Preferably recent) : Major \_\_\_\_\_ Minor \_\_\_\_\_

5. Qualification : a )BA  b) MA  c) Other (specify) \_\_\_\_\_
6. Total years of teaching experience a) five and less than five years   
 b) 6-10 years  c) 11-20 years  d) More than 20 years
7. You're teaching load in period per week a) 10 and less than 10   
 b) 11-20  c) 21-30
8. Average number of students in one class a)30 and less than30   
 b) 31-40 c)41-50  d) 51-60  e) above 60

### Part 2: Beliefs about Active Learning in Teaching English

Please take a few minutes to reflect on your views about active learning approach. Think about the extent to which you agree or disagree with the statements below and put a tick in relevant boxes

	Strongly agree	agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1.Learner centred approach is useful not only for students but also for teachers					
2.Learner centred – approach increase students motivation					
3. It is possible to apply active learning approach in your class room.					
4. Active learning approach helps learners to be responsible for their learning.					
5.Active learning approach adds more burden to teachers					
6. Active learning approach helps the teacher to follow students' continuous language performance.					
7. Active learning helps students to be active citizen in their life career.					
8. If there is no lecture method it is impossible to control the students.					
9. Most students hate active learning and refuse to cooperate with their friends.					
10. It is a tire some activity for teachers to implement active learning in language classroom.					
11. In Active learning approach some fast student may dominate slow learners.					



## Appendix 2

**Addis Ababa University**  
**Collage of Social Science and Humanities**  
**Faculty of Language studies**  
**Department of English**

Student's questionnaire

Dear Student,

This questionnaire is designed to collect information on the implementation and perception of the school community towards active learning. This questionnaire is one of the instruments which the researcher uses to gather the necessary data for her MA thesis in the Teaching English as a foreign language (TEFL) .Thus, the researcher kindly requests you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent from that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your co-operation

Bethel Bekele

### Part 1: Personal Information

**Direction 1:** Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of your school \_\_\_\_\_
2. Age a)13-16  b)17-20  c)21 and above
3. Sex a)Male  b) Female
4. Grade \_\_\_\_\_
5. Average number of students in your class a)30 and less than 30   
b) 31-40  c)41-50  d) 51-60  e) above 60

### Part 2: Beliefs about Active Learning in Teaching English

Please take a few minutes to reflect on your views about active learning approach. Think about the extent to which you agree or disagree with the statements below and put a tick in relevant boxes

	Strongly agree	agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1.Learner centred approach is useful not only for students but also for teachers					
2..Learner centred – approach increase students motivation					
3. It is possible to apply active learning approach in your classroom.					
4. Active learning approach helps learners to be responsible for their learning.					
5. Your teacher always comes to class with activities which invites you participate.					
6. Active learning activities are tiresome activities for students.					
7. Active learning helps students to be active citizen in their life career.					
8. If there is no lecture method it is impossible to control the class discipline.					
9. Most students hate active learning and refuse to cooperate with their friends.					
10. Your teacher participate students in the teaching learning process.					
11. In Active learning approach some fast student may dominate slow learners.					
12. The physical environment of the school is favourable for the implementation of active learning					
13. I am sure student centred approach has a great contribution to scale up the quality of education.					
14. The approach needs large space e.g. role play.					

### Appendix 3

#### Checklist for Class observation 1

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name\_ **teacher 2**      Date\_ **12/ 09/03**      Topic\_ **listening**      Section\_ **10<sup>th</sup> L**  
 No of student's\_ **56**      period\_ **7<sup>th</sup>**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities	✓	
Observation of students performance		✓
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>	✓	
He carefully selected activities that support the lesson objectives.	✓	
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was directly read the listening text without discussing the pre listening activities.

## Appendix 4

### Checklist for Class observation 2

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name\_ **teacher 2** No of students\_ **56**  
 Date\_ **15/09/03** Topic- **speaking** Section\_ **10<sup>th</sup> k**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities	✓	
Observation of students performance	✓	
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDICATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.		✓
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was acting as an authority and the students were not confident to present.

## Appendix 5

### Checklist for Class observation 3

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 1** No of students **\_54**

Date **\_ 20/09/03** Topic- **writing** Section **\_ 9<sup>th</sup> Q**

Activities	Availability on the lesson	
	yes	No
Individual activity	✓	
Group or pair work activities		✓
Observation of students performance		✓
Oral presentation		✓
Student-teacher conference		✓
Role play		✓
<b>REMEDICATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred		✓
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The atmosphere of the classroom was so boring.

## Appendix 6

### Checklist for Class observation 4

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 1** No of students **\_55** period-**5<sup>th</sup>** Date **\_ 16/09/03**  
Topic-**speaking** Section-**9<sup>th</sup> P**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities	✓	
Observation of students performance	✓	
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.	✓	
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction		✓
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was interfering students to give correction when they made mistakes.

## Appendix 7

### Checklist for Class observation 5

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name\_ **teacher 1** Date-**18/09/03**

Topic\_ **How deaf people communicate (reading)** Section.-**9<sup>th</sup> O** period\_ **3rd**

No of students\_ **55**

Activities	Availability on the lesson	
	yes	No
Individual activity	✓	
Group or pair work activities		✓
Observation of students performance		✓
Oral presentation	✓	
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction	✓	
Self-correction	✓	
Showing error and explain why it occurred	✓	
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was dominated the teaching learning process.
- The teacher was not well prepared to implement active learning in his class.

## Appendix 8

### Checklist for Class observation 6

Some selected **checklist** points for lesson **observations**. It helps to have some data concerning Bulbula secondary school teacher's practice of Active Learning in EFL class.

Teacher's name **\_teacher 2** period **\_1st**

Date **\_10/09/03** Topic **\_ writing** Section **\_10<sup>th</sup> m** No of students **\_ 53**

Activities	Availability on the lesson	
	yes	No
Individual activity		✓
Group or pair work activities		✓
Observation of students performance	✓	
Oral presentation		✓
Student-teacher conference		✓
Role play		✓
<b>REMEDIATION ACTIVITY MADE BY THE TEACHERS</b>		
He carefully selected activities that support the lesson objectives.		✓
He structured the activities so as to initiate students motivation		✓
Peer correction		✓
Self-correction		✓
Showing error and explain why it occurred		✓
Facilitates the activities to be performed by the students.	✓	
Criticizing the students for the wrong performance		✓

Major constraints that exist on the lesson those embed /obstacles for the successful implementation of Active Learning in EFL class?

- The teacher was dependent on the textbook.

## Appendix 9

### TRANSCRIPTION OF THE ENTIRE INTERVIEW

9. In what ways do you think your students are benefited from the deployment of Active Learning in EFL classroom?

**Teacher 1:** "I believe that students will be more beneficial when they take part in group work or pair works rather the former method of teaching."

**Teacher 2:** "They will be benefited if they have a clear discussion without any fear about anything with friends, parents."

**Teacher 3:** "In my opinion students will benefit if they are given the chance to practice and get feedback from their teacher."

10. Do you find Active Learning helpful in identifying the level of student's language abilities? How?

**Teacher 1:** "Definitely, the recent teaching methodology (i.e. active learning) reveals that the students' language ability is poor. Most of the students can't express their idea in English during group work or pair work only able students dominate them."

**Teacher 2:** "Yes, it helps to express their idea by presenting what they read so at this moment they suppose to develop their speaking and reading ability."

**Teacher 3:** "For some weak students group presentation has become fertile hunting ground to hit their target. In most cases only one hard working student will do the work while the other is having a hell of time. They are careless because evaluation is group based. It is really unfair."

11. What do you think should be done for the successful implementation of Active Learning in EFL classroom in Bulbula secondary school?

**Teacher 1:** “Intensive training should be given for teachers so as to implement active learning effectively. Regarding students, they should be motivated to take part in the discussion, role playing and the like.”

**Teacher 2:** “Some teachers may not have the skill which helps to perform this type of learning. So in my opinion giving course for them help much.”

**Teacher 3:** “All stakes should work together to make the implementation successful. In addition, teachers should have a positive attitude towards AL.”

12. How important do you perceive Active Learning in promoting students’ communicative competence in English?

**Teacher 1:** “Active learning plays a great role for students’ communicative competence in English. As we know, skills develop only through practicing. So, in order to improve students’ communicative skill, they should get more opportunity or chance to talk in class. To mean, the more they talk, the more they will be competent. In short, teachers use different strategies to enhance students’ language proficiency by facilitating different activities such as, story telling, game, role play and the like during the instruction.”

**Teacher 2:** “As I expressed in the above questions this type of learning helps them or force them to speak so they develop to communicate easily in English.”

**Teacher 3:** “If we properly use the approach I think it has a promising value on students’ language competence.”

13. What do you think about the factors which negatively affect the implementation process of Active Learning in your context?

**Teacher 1:** “There are many factors that affect the implementation of active learning negatively. The underlined factors are lack of students’ willingness to involve in the given

task, (to mean most of them don't dare to use English in the class), the class size also one factor to implement this approach frequently."

**Teacher 2:** "If the teacher does not control and give some further explanation, it may lead the students in wrong way."

**Teacher 3:** "well, the major factor that affects the implementation of AL is the different ability of the students. Among 53 students, some of them will be very active who can dominate the rest of the class. In addition class size and lack of necessary materials are some of the factors."

14. Have you ever had any on job training or work shop on Active Learning and alternative teaching methods? If yes how did you find it?

**Teacher 1:** "Yes I had got a lot of sense from that training. So far I am attempting to use that in my class. Anyway, I feel that the respective body should provide that kinds of training in a large scale periodically."

**Teacher 2:** "Yes, when I learned I've got it very good that mean this kind of learning method helps both teachers and students because it forced teachers to find out the students problems and giving them the actual lesson to all types of students easily."

**Teacher 3:** "No, until now I haven't got any training on active learning."

15. Is your school implementing Active Learning on the moment? If so, how do you evaluate your implementation of Active Learning in general?

**Teacher 1:** "Yes, I attempted to do all my best so far. This in turn, helps some students able to improve their speaking skill."

**Teacher 2:** "In my opinion my school is not implementing this learning so far."

**Teacher 3:** "No, the principals are striving to implement the government's policy. They believe and want to believe what the authorities said is true. However, I'm exerting my own

effort. For example, weekly on Fridays I'm teaching them speech to develop their language. Even I brought them proverbs. I encourage students to practice conversation."

16. Is there any point that you like to raise in relation to the implementation of active learning in Bulbula secondary school.

**Teacher 1:** "Intensive training should be provided for teachers so as to make active learning more successful in the school."

**Teacher 2:** "Lack of awareness made many teachers careless to the implementation of active learning in this school."

**Teacher 3:** "rather than political activities the school administrative should focus on the different activities that help the implementation of active learning."

## Appendix 10

### Interview with administrative

1. Does the school administration enforce the use of active learning method? How?

**The director:** "Yes, the school administrative is helping teachers by giving training especially for department heads and by discussing with teachers."

2. What mechanisms are used to motivate teachers to use active learning methods?

**The director:** "Actually, we have to do more on teachers' motivation, so far no significant work is done."

3. Is there any support that the school extends to the teachers?

**The director:** "Yes for example by preparing stationery materials, by forming students networking which make students help each other."

4. Does the school organize workshop and seminars on active learning for the teachers?

**The director:** "Yes but not for all teachers only for department heads."

5. Is there any resistance to active learning from the teachers and students? If yes what? How are they expressed?

**The director:** "Yes lack of teachers' interest to support students, lack of students' interests."

6. How do you rate the extent of the implementation of active learning in your school?

**The director:** "By discussing with teachers, by fulfilling necessary materials, especially by discussing with the department heads."

7. What possible strategies you propose to develop more positive attitude towards active learning?


**The director:** "By giving related training try to create awareness among teachers and students."

## Declaration

I declare that this thesis is my original work, has not been presented for a degree in other university and that all sources of materials used for this thesis have been fully acknowledged.

Name: Bethel Bekele

Signature-----

 13/12/2011

Place: Addis Ababa University

Faculty of Language Studies

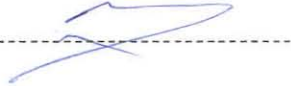
Date of Submission: November 2011

This thesis has been submitted for examination with my approval as university advisor.

Name: -----



Signature -----



Date -----

13-12-2011